

THE GEORGE WASHINGTON UNIVERSITY
Washington, DC

MINUTES OF THE REGULAR MEETING OF THE
FACULTY SENATE HELD ON FEBRUARY 14, 1997,
IN THE ELLIOTT ROOM, THIRD FLOOR,
MARVIN CENTER

The meeting was called to order by President Trachtenberg at 2:10 p.m.

Present: President Trachtenberg, Vice President Lehman, Registrar Selinsky, Parliamentarian Keller; Deans Fowler, Frieder, Futrell, Harding, and Keimowitz; Professors Agnew, Boswell, Brewer, Elgart, Griffith, Gupta, Harrauld, Harrington, Johnston, Kahn, Ludlow, Peroni, Seale, Smith, Solomon, Vontress, Wirtz, Yezer, and Youens

Absent: Deans Caress and Friedenthal; Professors Captain, Castleberry, Cawley, Pelzman, Robinson, Silber, and Slaby

APPROVAL OF THE MINUTES

The minutes of the regular meeting of January 17, 1997, were approved as previously distributed.

The President then congratulated Professor Wirtz and his wife on the birth of their newest beneficiary, a daughter, Megan.

RESOLUTIONS

I. RESOLUTION 96/9, "A RESOLUTION TO SECURE THE INDEPENDENCE AND IMPARTIALITY OF MEMBERS OF THE SENATE AND ELECTED SENATE COMMITTEES IN THE PERFORMANCE OF THEIR RESPONSIBILITIES UNDER THE FACULTY CODE"

On behalf of the Executive Committee, Professor Boswell moved the adoption of Resolution 96/9, and the motion was seconded. He explained that the issue of whether or not a grievance can be filed against Senate committees is one in which we have no guidance in the Faculty Code. This issue, he said, has continued to trickle along and the Executive Committee thought it was time to bring it to the Senate to make some decisions. He then turned the floor over to the drafters of the resolution, Professor Kahn and Professor Solomon, for any questions.

The President asked if the resolution was intended to insulate the Executive Committee from an internal initiative or external agencies. Professor Kahn replied that this was an internal matter. He explained that the intent was not to insulate, but to remedy two lacunae in our by-laws. One, if a complaint is made that a Senate committee has not acted in accordance with its function, the

question is to whom complaints should be directed. The answer, he explained, is that, since the committee is of the Senate, the complaint should be directed to the Senate. Secondly, the question is one of how the Senate wishes to deal with such complaints because there is no mechanism for doing so. President Trachtenberg said that he asked the question because he wished to interpret former Provost Bright's memorandum of April 2, 1980, in which he approved assurance of indemnification of faculty members of certain Senate committees [memorandum included with the background information on Resolution 96/9]. The President noted that since 1980 the University has actually had cases, for example, where faculty members have been thought to have possibly abused their positions in reviewing faculty for tenure and have, for example, arguably discriminated against the person on the basis of race. The President said that he did not think that these faculty would be held harmless if they behaved in a manner that violated University policy, as well as D.C. and Federal laws. Professor Solomon pointed out that the Bright memorandum is very narrow in its scope and in its indemnity as it goes to members of the hearing and grievance committees; it is not a blanket indemnity. He said that there is this gap, not with respect to the judicial system, but internally, and that that is what the resolution is designed to cover.

The question was called, the motion put, and Resolution 96/9 was adopted. (Resolution 96/9 is attached.)

INTRODUCTION OF RESOLUTIONS

No resolutions were introduced.

REPORT ON MIDDLE STATES ACCREDITATION SELF-STUDY BY PROFESSOR PHYLLIS PALMER, CHAIR, STEERING COMMITTEE

Professor Palmer reported on the preparations for the University's decennial accreditation study. Every ten years the University must present itself to the Middle States Association of Colleges and Universities for reaccreditation in the Middle States region of the United States. When the Steering Committee began its work last spring, it decided to find some topics that could be studied to provide the University with some good analyses that would be important to the University's future. The four topics selected were: (1) Mission (2) Undergraduate Education (3) Information Technology, and (4) Off Campus and Continuing Education. Four subcommittees were formed of approximately 40 faculty, representing the entire spectrum of the campus, to work on the four selected topics. Reports from these subcommittees have been received and will be refined to produce a coherent, consistent draft document to be submitted to the President and Vice Presidents in mid-March, and to directors of non-academic and academic units and to the Senate by early April. Once the committee has received

feedback on its draft document, the report will be sent to Middle States this summer and a site visit team will make its visit to the University campus probably in late October. Professor Palmer said that presumably by this time next spring, the University will have received its official letter of reaccreditation. She noted that the Mission subcommittee has drawn up a draft Mission Statement for the entire University, and she invited Dean Futrell, Chair of the Mission subcommittee, and Professor Solomon, a member, for their comments.

Professor Solomon stated that he would welcome comments from the Senate members on the draft of the proposed Mission Statement that was distributed with the agenda for today's meeting. He noted that this was the third draft of the statement, the first draft having been reviewed by the Executive Committee and the second draft, inviting faculty comments, having been published in the Hatchet.

Professor Vontress commented that he did not find anything in the proposed Mission Statement that highlights the uniqueness of The George Washington University, except for its location. Professor Solomon pointed out that the statement does include, besides its location, specifics such as its student-focused community, the notion of excellence in teaching, research, and service, and the educational resources the University receives from the Washington DC metropolitan area and, in turn, the services the University also offers to the DC metropolitan area.

Professor Gupta stated that the Mission Statement was very good, but he thought something should be mentioned about the many conferences that are held at the University by outside people who are not students, faculty or staff of the University. Professor Yezer suggested that some recognition of the special relationship with the University's alumni should be included since he thought that many faculty take that relationship very seriously. Professor Solomon thanked the Senate members for their comments and said that he would take their suggestions back to the committee.

UPDATE ON SPECIAL COMMITTEE TO REVIEW GRIEVANCE PROCEDURES BY PROFESSOR GERALD JOHNSTON

Professor Johnston, on behalf of Mary Cheh, Chair of the Special Committee, said that Professor Cheh wanted very much to make certain that everybody is aware that they have an opportunity at this point to bring any recommendations they might have on the grievance procedures to the Special Committee's attention. Professor Johnston noted that the members of the Special Committee are for the most part lawyers, and that someone who is not a lawyer might have some observations that would be very useful to the Committee, and he urged that they be brought to Professor Cheh's attention.

BRIEFING ON INTERNATIONAL STUDENT ISSUES BY JUDITH A. GREEN,
DIRECTOR, INTERNATIONAL SERVICES OFFICE

Director Green described the services provided by the International Services Office located at 2127 G Street. She said the office advises international students on cultural adjustment, personal matters, financial issues, and academic problems although her office does not attempt to take the place of academic advisors. However, there are some areas where academic issues and immigration intersect and her office provides assistance in those areas. The ISO serves as a resource for faculty on any matters involving international students. She said that sometimes faculty will have occasion to intervene in a crisis situation involving an international student. ISO staff is experienced in crisis intervention, and she urged the faculty to call her office for assistance. Other services provide immigration and advising assistance for new foreign faculty and research scholars by helping in terms of making the visa path a smooth one. The office also serves as the University liaison with sponsoring agencies, embassies, government entities, both foreign and U.S. Ms. Green noted that the annual census report will be released within a few weeks and the data will show that the total number of international students is over 2,500 and that the University has a very good representation of various countries.

Director Green noted that a new immigration law entitled "Illegal Immigration Reform and Immigrant Responsibility Act of 1996" was passed last fall, which will affect international students in several ways. It establishes penalties for visa overstay, and possibly for violations of status. For example, if a student is not registered full-time, or is employed without authorization, the student could be barred from re-entering the United States for a period anywhere from 3 to 10 years. In addition, the student would not be able to seek a re-entry visa from any embassy or consulate except the one in his or her own country. She said the ISO is working very hard to inform faculty, students and administrators about this new law so that students will not be in violation of it.

Director Green then spoke about the issues of full-time status for international students and of non-degree international students. With regard to the former, she said that the students are required to maintain full-time enrollment during the fall and spring semesters, which means 12 credit hours for undergraduates and 9 credit hours for graduate students. She stressed that there are very few exceptions to this requirement, and she distributed information pertaining to those exceptions. She urged academic advisors to consult with the ISO before advising an international student to register for or drop to a part-time course load. With reference to the issue of non-degree students, Ms. Green said that

in order for students to qualify for the F-1 status, they are required by law to have an educational objective and to be making good progress toward that objective. The decision about whether not the student has such an objective is being left to the purview of the academic department which must certify that it is prepared to provide academic advising to the student. Ms. Green distributed information outlining the procedures for prospective F-1 non-degree students. (Information regarding Full-Time Course Load Requirement for International Students and for Prospective F-1 Non-Degree Students is attached.)

Professor Harrington asked if he was correct in assuming that GW can accept non-degree students on an F-1 visa, and Ms. Green replied that the University does accept F-1 non-degree students and they are issued a I-20 form to complete. Professor Harrauld, referring to the I-20 process and financial requirements, asked how rigorous the INS is on reformulating the student's financial status when the student moves from one degree status to another. In response, Ms. Green said that in order to admit the students to new degree programs, the University is required to recertify their finances and the students must go through a brand new admissions procedure. Professor Ludlow asked if the University has made an effort to attract students from the "developing" regions of world, and, if so, how they obtain financing. Ms. Green said that the University has some financial aid available to international undergraduates but they are mainly financed by private funds or scholarships from their governments. Recruitment of graduate students is managed by School Deans; undergraduates are recruited by Enrollment Management.

ANNUAL REPORT ON RECRUITMENT AND APPOINTMENT OF WOMEN AND MINORITY FACULTY BY DONALD R. LEHMAN, VICE PRESIDENT FOR ACADEMIC AFFAIRS

The Annual Report on the Recruitment and Retention of Minority and Women Faculty was distributed by Vice President Lehman. He extended his appreciation to Assistant Vice Presidents Peggye Cohen and Annie Wooldridge and Executive Coordinator Margo Carter for their assistance in preparing this report. (The Report is attached.)

Vice President Lehman then presented an overview of data contained in the report covering Institutional Commitment, Faculty Recruitment-A Shared Responsibility, Profile of Faculty New to the University, Campus Climate, Faculty Retention, Institutional Profile, and Challenges. Vice President Lehman said that this report highlights the current situation in terms of women and minorities on the faculty, but he did not think that we can overstate the importance of having a diversified faculty made up of a very good mix of female and male minorities, especially in terms of benefitting from all of their different viewpoints. Ultimately, he said, the direct responsibility resides with the department

chairs and the deans, and it is something we have to be very persistent about in our recruitment activities.

Referring to Appendix A2, "Percentage of Minority Regular Faculty," Professor Vontress said he did not see much change from 1988 to 1996. Vice President Lehman agreed with him, stating that the percentage of minority regular faculty seems to have reached a plateau at this point in time. Professor Vontress responded that, since the University has in place administrative apparatus to encourage adherence to affirmative action rules and regulations, what may be needed now to move us off this plateau is an apparatus that would help us recruit more minorities than we are now able to do. He pointed out that GW does not compare favorably with other universities in the country, nor with Georgetown or University of Maryland, when it comes to recruiting minorities. President Trachtenberg said that he would like to challenge the data as uttered, because he thought we are doing comparable to Georgetown and Maryland, and he would suggest that whatever is holding GW back is holding other institutions back as well. To the extent that having a Ph.D. degree is a threshold for recruitment to the teaching rank, the numbers, unhappily, just are not there in many fields, he said. Professor Vontress emphasized that the only point he was making was that perhaps we should give some thought to some more aggressive efforts to change this situation. He noted that he proposed some 10 years ago that an annual report on women and minority faculty be given to the Senate each year so that the University could look at itself over a certain time span, and that has been done. Now, he said, we are at a point when we should consider what we can do about it. The President said that the single most logical place for the recruitment of faculty is at the departmental level, and he thought it was quite commonly known that this administration is prepared to work with deans and department chairs to find the resources to appoint junior and senior faculty from minority groups, in general, and African-Americans in particular, even beyond the agreed-upon needs of the departments. Professor Vontress pointed out that even though the responsibility for the recruitment of faculty resides in the hands of the faculty, people tend to recruit people like themselves because if they have not been around culturally different people before, it can be a little uncomfortable. This poses a real dilemma, he said.

With reference to the issue of mentoring, Professor Yezer said that it seemed to him that non-tenured faculty, as a general principle, should be mentored by someone in the department who is going to vote on their tenure. He said he viewed mentoring across department lines as asking for trouble. Vice President Lehman replied that young faculty make the argument for crossing department lines because in the mentoring process they look at it as an opportunity to share with faculty in other departments their concerns. If they do that openly with someone within their own

department, they are afraid that there may be a stigma attached to them when a tenure decision is made. On the other hand, he said, he appreciated what Professor Yezer was saying because he thought that the real guidance in their discipline should come from the faculty within their discipline. Vice President Lehman agreed that we may need to find a way to be a little broader in the mentoring process than just looking at everything within the department. Professor Griffith said that he would support the notion that mentoring across disciplinary lines might be useful. He appreciated the point that Professor Yezer was making about the fact that a chair of a department has a formal responsibility to advise and we must stay with that process. However, having been involved in grievance cases as a former Chair of the Executive Committee, it was his impression that trying to find a mentor in the department is often where there is trouble. Sometimes the department is very divided, and picking a mentor means choosing sides and that causes a real problem in many of these situations. Having somebody outside of the department might be very helpful, he said. President Trachtenberg said that he could think of a situation where a pre-tenure faculty person takes advice from somebody, follows that advice, does not receive tenure, and then tries to hold the institution accountable in some litigation, claiming that he or she was given bad advice. Professor Griffith replied that, if the University is going to have a mentoring system, the University has to structure it fairly carefully to distinguish informal advice of a mentor from the formal advice that the department chair and the voting committee pass to the candidate. He said that he thought the University could protect itself from that kind of liability by appropriate language in structuring the mentoring program. Vice President Lehman said that he agreed that we have to understand that there is a difference between advising and mentoring, and the mentoring part of it can be a very subtle thing. He said that basically the message we should take away is that there needs to be much more communication between the senior faculty and the junior faculty of the department because clearly the junior faculty do not feel that that communication is there. Professor Harrauld suggested that this issue could be taken up in the Research Committee because there are opportunities for interdisciplinary research which he did not think the junior faculty know exist, and Vice President Lehman agreed.

Professor Vontress asked if it would be appropriate for the Executive Committee to consider referring the matter of the recruitment and appointment of women and minorities to a standing or ad hoc committee. Professor Gupta pointed out that his Committee on Faculty Development and Support is responsible for overseeing this issue for the faculty, and Professor Boswell assigned it to that Committee.

GENERAL BUSINESS

I. NOMINATION FOR ELECTION OF THE THREE-MEMBER SPECIAL COMMITTEE ESTABLISHED UNDER RESOLUTION 96/9

Professor Boswell moved the nomination for election of the following faculty to the Special Committee: Peter P. Hill, Professor Emeritus of History; Christopher Deering, Associate Professor of Political Science; and Harry Yeide, Jr., Professor of Religion. There were no nominations from the floor, and the nominees were unanimously elected.

II. NOMINATION FOR ELECTION OF FACULTY TO THE COMMITTEE ON FISCAL PLANNING AND BUDGETING

Professor Boswell moved the nomination for election of the following to the Committee on Fiscal Planning and Budgeting: Professors James Millar (Economics), Robert Peroni (Law), and Harry Watson (Economics). The nominations were approved.

III. REPORT OF THE EXECUTIVE COMMITTEE OF THE FACULTY SENATE

The report of the Executive Committee by Professor Boswell, Chair, is enclosed.

IV. INTERIM REPORTS OF SENATE COMMITTEE CHAIRS

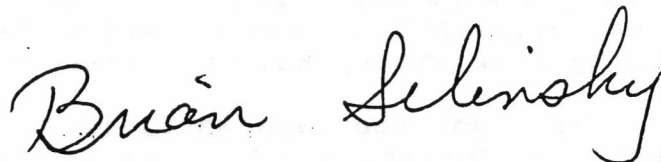
There were no interim reports.

BRIEF STATEMENTS (AND QUESTIONS)

There were no brief statements or questions.

ADJOURNMENT

Upon motion made and seconded, President Trachtenberg adjourned the meeting at 3:45 p.m.



Brian Selinsky
Secretary

A RESOLUTION TO SECURE THE INDEPENDENCE AND IMPARTIALITY OF MEMBERS
OF THE SENATE AND ELECTED SENATE COMMITTEES IN THE PERFORMANCE OF
THEIR RESPONSIBILITIES UNDER THE Faculty Code (96/9)

WHEREAS, the processes within the University that secure the independence and impartiality of members of the Faculty Senate and elected Senate committees in the exercise of their legislative, judicial and oversight responsibilities and those that should be available to a faculty member who alleges that an elected Senate committee or a member of a Senate committee has violated their rights under the Faculty Code are not now sufficiently well-defined, and

WHEREAS, the final responsibility for the proper functioning of the Senate and its elected Committees must lie with the Faculty Senate as a whole; NOW, THEREFORE

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

That a three-person Special Committee be elected and instructed to draft explicit procedures for implementation of these responsibilities as amendments to the Bylaws of the Senate and submit its recommendations and draft language to the Faculty Senate by April 15, 1997.

Executive Committee
January 31, 1997

Adopted February 14, 1997



INTERNATIONAL SERVICES OFFICE

MEMORANDUM

TO: Academic Deans
FROM: Judith A. Green
Director, International Services Office
DATE: January 10, 1996
SUBJ: Full-time course load requirement for international students

The information below is important in the academic advising process for international students. I hope you will forward copies to all faculty members and administrative staff.

International students are required to maintain full-time enrollment during the fall and spring semesters (nine credit hours for graduate students, and twelve credit hours for undergraduates). The regulations provide for very few exceptions. We recognize that academic circumstances do not always fit neatly into bureaucratic provisions as written by federal agencies. But to protect students in light of recently-passed immigration legislation, we must act conservatively; under the new law, students who violate their legal status, even for a single day, are subject to severe penalties. These include limits on where the student may apply for visas and prohibitions against entering the US for periods ranging from three to ten years.

We have limited discretion in waiving the full-time requirement, and can do so only for the following reasons, specifically allowed under INS regulations:

- a student is not able to maintain full-time enrollment because of a medical condition;
- a student is in her or his last semester and requires fewer credits to complete the degree program;
- a student has completed all course requirements and is
 - registered for thesis or dissertation research, or
 - scheduled to take the comprehensive examination during the current semester;
- a student is in her or his first semester of study in the US and has limited English proficiency OR is unfamiliar with American teaching methods and reading requirements;
- a student has been improperly placed into a course level above or below where she or he appropriately belongs.

Unfortunately, despite the many other valid academic reasons brought before us and recommended by academic advisors, the regulations do not provide for flexibility on our part. Although it has been our practice to interpret students' situations more broadly in the past, because of the newly-passed legislation we can no longer use broad discretion in recognizing as full-time students whose situations are not covered in the regulations as outlined above.

We encourage academic advisors to confer with us on matters relating to international advisees. **Before you advise an international student to register for or drop to a part-time course load, please consult with an advisor in the International Services Office for information on how the student's legal status in the US may be affected.**



INFORMATION FOR PROSPECTIVE F-1 NON-DEGREE STUDENTS

If you are requesting a form I-20 to study at The George Washington University in a non-degree status, we need to be certain, before we issue the I-20, that your activities will comply with US immigration regulations governing F-1 students. The information below applies to all non-degree international students *except those enrolling for EFL or certificate programs*.

In order to qualify for F-1 status, you must have an "educational objective," that is, an academic goal toward which your studies will lead. In addition, the department in which you will study must be prepared to provide academic advising to you so that you will make satisfactory progress toward your educational objective.

To meet these requirements, please consult with the GW college or department in which you intend to pursue studies. Request a memo, on departmental letterhead, certifying the following:

- your name, date of birth, and country of citizenship
- the department's support of your intent to pursue non-degree studies at GW
- the specific educational objective toward which you will be working
- the expected length of your non-degree program
- the courses for which you will enroll each semester (NB: you must enroll full-time each semester)
- the faculty member who will provide academic advising services to you during your non-degree studies.

In general, non-degree status for F-1 students is approved for a maximum of one year. Extensions are not normally granted. Immigration regulations require that an F-1 student register for a full-time course load every semester: 12 credits for undergraduates and 9 credits for graduate students. Therefore, your request for non-degree F-1 status can be approved only if you will be a full-time student.

During the period of your F-1 status at GW, you will receive academic advising from the designated faculty member, but you may receive other advising services (cultural adjustment, social, personal, and legal concerns) from the International Services Office (ISO) at 2127 G Street (tel. 202/994-6860). The ISO staff is available to assist you with any question you have and to make referrals to other on- and off-campus resources you may need.

To review, take the following steps to become an F-1 non-degree student:

1. Consult with your academic department and collect the memo as described above.
2. Take the memo to Touran Afshar in the Admissions Office (201 Rice Hall) with proof of funding for the period of your GW studies. Ms. Afshar will review your documents to be sure your program complies with INS regulations.
3. If your request is approved, receive the I-20 form from Touran Afshar (by mail or in person).
4. Use the I-20 form to request F-1 status:
 - a. If you are currently in the US, see an ISO advisor about the procedures to change your status here.
 - b. If you receive your I-20 while you are overseas, OR if you plan to re-enter the US in F-1 status, take your I-20 to a US consular office to request an F-1 visa stamp in your passport. Then use the F-1 visa and the I-20 form to enter the US as an F-1 student.
5. Come to the ISO to check in and receive important information about your F-1 stay at GW.

For further information or questions, speak with Touran Afshar in Admissions or with a member of the ISO staff.

RECRUITMENT AND RETENTION OF MINORITY AND WOMEN FACULTY

Report to the Faculty Senate

**From the
Vice President for Academic Affairs
Office of Faculty Recruitment and Personnel Relations
February 14, 1997**

PURPOSE

In the spirit of Faculty Senate Resolutions 89/13 and 90/7, the purpose of this report is to outline the current status of the recruitment, appointment, promotion, tenure, and retention of, and the climate for minority and women faculty at the University.

INSTITUTIONAL COMMITMENT

The University's continuing commitment to equal opportunity for all present and prospective members of our community is unequivocal. We strongly feel that a university that does not enjoy the substantial presence of minorities and women on its faculty and staff is deprived of the diversity of skills, perspectives, and insights essential to a great university. Faculty and administration share the obligation to ensure that all personnel decisions are made in accordance with both the spirit and the letter of our equal opportunity policies and procedures.

FACULTY RECRUITMENT - A SHARED RESPONSIBILITY

Primary responsibility for the recruitment, retention, and development of faculty is vested in the faculty, faculty personnel committees, department chairs and the deans. Department chairs and deans are key individuals in these activities. They are principally responsible for ensuring that all personnel decisions conform to the Faculty Code, school and department by-laws, and University policies on equal opportunity.

In support of equal opportunity and affirmative action, academic deans and department chairs have responsibilities that include, but are not limited to, the following:

- To ensure that all departmental personnel activities are conducted consistent with the principles set forth in the University's Affirmative Action Program;

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- To provide the Office of Academic Affairs with a written statement of procedures and criteria developed by the department for recruitment, appointment, promotion and award of tenure.
- To develop a search strategy for identifying qualified women and minority applicants in the discipline and sub-discipline appropriate to the department;
- To file a recruitment plan, in accordance with established procedures, for the approval of the Office of Faculty Recruitment and Personnel Relations;
- To file a Report of Proposed Faculty Appointment summary with the Office of Faculty Recruitment and Personnel Relations prior to recommending to the Vice President for Academic Affairs that an offer be made to the successful candidate;
- To recommend appointment, promotion, salary, and award of tenure status using only job related criteria;
- To provide terms and conditions of employment and opportunities for advancement that are in their power (i.e., the assignment of courses, teaching schedule, appointment to committees and sponsorship of participation in related professional activities, etc.) without regard to race, color, religion, sex, national origin, age, disability, veteran status, or sexual orientation;
- To apprise all members of the department of the University-wide procedures provided in the Faculty Code for resolving EEO grievances.

The Office of Faculty Recruitment and Personnel Relations, reporting to the Vice President for Academic Affairs, is responsible for monitoring the appointment of faculty personnel from the approval of the recruitment plan to the offer of appointment, counseling deans, department chairs, and search committees about University equal employment policies, and serving as a resource in support of recruitment activity in academic units.

PROFILE OF FACULTY NEW TO THE UNIVERSITY

The data, upon which this and subsequent tables and attachments are based, were provided by the Office of Institutional Research. The data does not include deans, administrators with faculty rank, visiting faculty (except where noted), affiliated faculty, or non-tenure accruing instructors in SMHS.

TABLE 1
New Full-Time Faculty
October 1, 1995 through September 30, 1996

	<u>MEN</u>		<u>WOMEN</u>		<u>TOTAL</u>
White	33		26		59
Black	1		1		2
Asian	5		1		6
Hispanic	1		1		2
TOTAL	40	58.0%	29	42.0%	69
Minorities	7		3		10 14.5%

TABLE 2
Visiting Appointments
Academic Year 1996/97

	<u>MEN</u>		<u>WOMEN</u>		<u>TOTAL</u>
White	28		21		49
Black	2		1		3
Asian	3		1		4
Hispanic	0		0		0
TOTAL	33	58.9%	23	41.1%	56
Minorities	5		2		7 12.5%

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**Table 3
Full-time Faculty and Percent Change Between
Academic Years 1995/96 and 1996/97**

	Men			Women			Total		
	96/97	Change from 95/96		96/97	Change from 95/96		96/97	Change from 95/96	
	Number	Percent	Number	Number	Percent	Number	Number	Percent	Number
White	608	0.8%	5	244	3.0%	7	852	1.4%	12
Black	10	11.1%	1	20	-4.8%	(1)	30	0.0%	0
Asian	52	8.3%	4	23	-4.2%	(1)	75	4.2%	3
Hispanic	9	12.5%	1	11	10.0%	1	20	11.1%	2
TOTAL	679	1.6%	11	298	2.1%	6	977	1.8%	17
Minorities	71	9.2%	6	54	-1.8%	(1)	125	4.2%	5

Note: * Two Black women faculty members left the University, one retired and one resigned.
Two Black women faculty members went to P.T., one whose contract ended.
** One Asian Woman Faculty member was denied tenure.

The changes between years show that the total number of faculty increased by seventeen. We continue to lose ground, however, in the numbers of Asian and Black women, although slightly increasing the number of men in those categories. The number of Hispanics, both women and men, increased slightly over the past year.

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As the following table depicts, general trends confirm that we continue to show gains at GW in the total number of minority and women faculty:

**Table 4
Full-Time Faculty and Percent Change Between
Academic Years 1988/89 and 1996/97**

	Men			Women			Total		
	<u>96/97</u>	<u>Change from 88/89</u>		<u>96/97</u>	<u>Change from 88/89</u>		<u>96/97</u>	<u>Change from 88/89</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>
White	608	-0.8%	(5)	244	38.6%	68	852	8.0%	63
Black	10	25.0%	2	20	150.0%	12	30	87.5%	14
Asian	52	85.7%	24	23	43.8%	7	75	70.5%	31
Hispanic	9	-10.0%	(1)	11	450.0%	9	20	66.7%	8
TOTAL	679	3.0%	20	298	47.5%	96	977	13.5%	116
Minorities	71	54.3%	25	54	107.7%	28	125	73.6%	53

CAMPUS CLIMATE

Changing the campus climate can be a difficult and elusive task. Doing so, however, is crucial to all other efforts to enhance the full participation of women and minority faculty in the life of the University. In addressing the practices and policies that might make our campus something less than hospitable and, therefore, preclude the full participation of women and minorities, the central administration has concentrated on the following initiatives.

Climate Survey -- Update

Last February 1996 the Committee on the Status of Women Faculty and Librarians and the Ad Hoc Committee on Minority Faculty, with the support of the Vice President for Academic Affairs and the Faculty Senate, surveyed the faculty for their opinions on the "climate" for professional life at the University. Of the 1002 surveys sent out, by the end of March, faculty returned 327 completed surveys. A 32.6% response rate.

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Report to Faculty Senate
February 14, 1997**

Due to persistent problems with the company contracted to summarize the information provided by each survey and organize the data for use by Institutional Research, a preliminary report of frequency distributions could be not completed until late August. Assistant Vice President Wooldridge and a subcommittee of representatives from both Committees mentioned above have reviewed the frequency distributions. They identified a preliminary list of cross tabulations of the data and are working on a framework for presenting the information to faculty and administrators. The subcommittee has projected that they should have a report completed by early April/May.

Child Care Services--Update

The Bright Horizons Child Care Center, at this writing, is not yet open to children under the age of two. Only children able to walk up steps during a fire drill are enrolled at the Center at present. The Center still has not received the license needed to allow children under the age of two on the premises, and because of this enrollment has been limited and the premises are underutilized.

According to the Center Director, the University completed the redesign of the facility to meet the requirements for children under the age of two and has met with DC officials to review the changes. The Center, optimistic that the facility can receive infants by the end of March 1997, is now advertising for Spring enrollment of infants, toddlers and preschool children.

Recognition and Prevention of Sexual Harassment

Like most universities and other places of business, the University continues to deal with complaints of sexual harassment. Committed to maintaining a positive climate where individuals can pursue their academic and work activities in an atmosphere free from coercion and intimidation, we are determined to work towards alleviating occurrences of sexual harassment. Toward that end, we are now closer to completing documents that will educate the campus about issues related to sexual harassment, guide administrators on how to handle complaints, as well as outline the process by which complaints are resolved.

Salary Equity

We continue to monitor faculty salaries to identify and correct inequities. Periodic University-wide reviews are conducted by a committee composed of representatives from the Office of Academic Affairs and the Faculty Senate. The University-wide review began during the Spring and will be completed early this year. Special salary reviews—those requested by individual faculty members of their deans are handled on a case-by-case basis. Salaries that warrant an adjustment, pursuant to our current salary administration policy, are adjusted accordingly.

During the Spring 1996 semester, we began the second phase of a special salary equity study in the Graduate School of Education and Human Development. Working with the Dean's Office, faculty representatives, and using a "Productivity Model" we are currently conducting a detailed review of salaries within ranks, within departments and within ranks, across departments within GSEHD.

Faculty Recruitment - Guidelines Revision

This summer, the Office of Faculty Recruitment and Personnel Relations will reissue Policies and Procedures for the Recruitment of Faculty and Librarians. The original document will be revised to compile all relevant recruitment information from the Faculty Code and the Faculty Handbook, to provide better and more complete information about the recruitment process, to provide information for monitoring and record keeping, to update old forms and include new forms, and to make policies and procedures easier to execute.

Committee on the Status of Women Faculty and Librarians

This committee was established to identify obstacles to the professional and personal development of women faculty and librarians, and to increase their contributions to the University; to develop and recommend strategies to overcome these obstacles and improve conditions of campus life; and, through the Office of Faculty Recruitment and Personnel Relations, to collaborate with the Office of Academic Affairs to implement these strategies across the University.

To date, the committee has held a number of meetings and seminars focusing on such issues as development strategies for women and minorities, mentoring and networking, campus climate, and the status of GW women faculty and librarians. The committee

continues to work with women within their respective schools, colleges, and libraries to share information and solicit issues for University and committee consideration.

FACULTY RETENTION

At the end of the 1995-96 academic year, **64**, full-time regular active status faculty left the University or moved to part-time status. Faculty who left did so for the following reasons: resignation, retirement, completion of a temporary appointment, appointment ended, was denied tenure, notified of nonrenewal, or left to pursue other job opportunities.

Included in the number of full-time regular active status faculty who left were **37 men** and **27 women** faculty. The minority faculty leaving included **3 men** and **6 women**. Of the minority faculty leaving, **1** was denied tenure, **2** went to part-time, and the rest left for normal reasons. Of the women faculty leaving, **2** were denied tenure, **7** went to part-time, and others left for normal reasons.

INSTITUTIONAL PROFILE

The institutional profile for faculty is presented on the following pages. A more comprehensive display of the data can be found in the Appendices to this report. The appendices are useful, because they present a disaggregated analysis on a school-by-school basis. The data does not include deans, associate deans, visiting faculty, research faculty, administrators with faculty rank, or affiliated faculty.

Table 5
Full-time Faculty* by Contract Status
and Percent Change Between
Academic Years 1995/96 and 1996/97

Tenured & Tenure-Track Positions Combined

	Men			Women			Total		
	Change from 95/96		Number	Change from 95/96		Number	Change from 95/96		Number
	96/97 Number	Percent		96/97 Number	Percent		96/97 Number	Percent	
White	485	-1.4%	(7)	143	2.9%	4	628	-0.5%	(3)
Black	6	20.0%	1	11	10.0%	1	17	13.3%	2
Asian	45	9.8%	4	13	-7.1%	(1)	58	5.5%	3
Hispanic	6	20.0%	1	7	0.0%	0	13	8.3%	1
TOTAL	542	-0.2%	(1)	174	2.4%	4	716	0.4%	3
Minorities	57	11.8%	6	31	0.0%	0	88	7.3%	6

Note: *One Asian Woman faculty member was denied tenure

Non-Tenure Track

	Men			Women			Total		
	Change from 95/96		Number	Change from 95/96		Number	Change from 95/96		Number
	96/97 Number	Percent		96/97 Number	Percent		96/97 Number	Percent	
White	123	10.8%	12	101	3.1%	3	224	7.2%	15
Black	4	0.0%	0	9	-18.2%	(2)	13	-13.3%	(2)
Asian	7	0.0%	0	10	0.0%	0	17	0.0%	0
Hispanic	3	0.0%	0	4	33.3%	1	7	16.7%	1
TOTAL	137	9.8%	12	124	1.6%	2	261	5.7%	14
Minorities	14	0.0%	0	23	-4.2%	(1)	37	-2.6%	(1)

Note: *Two Black women faculty members left University , one retired and one resigned,
*Two Black women faculty members went to part time, one whose contract ended.

TABLE 6
Full-time Faculty by Rank
and Percent Change Between
Academic Years 1995/96 and 1996/97

Senior Ranks - Professor & Associate Professor

	Men			Women			Total		
	96/97	Change from 95/96		96/97	Change from 95/96		96/97	Change from 95/96	
	Number	Percent	Number	Number	Percent	Number	Number	Percent	Number
White	492	2.9%	14	141	6.8%	9	633	3.8%	23
Black	7	16.7%	1	11	-8.3%	(1)	18	0.0%	0
Asian	34	6.3%	2	9	0.0%	0	43	4.9%	2
Hispanic	6	20.0%	1	6	20.0%	1	12	20.0%	2
TOTAL	539	3.5%	18	167	5.7%	9	706	4.0%	27
Minorities	47	9.3%	4	26	0.0%	0	73	5.8%	4

Note: *Two Black women faculty left the University, one retired and one resigned,
 *Two Black women faculty went to part time, one whose contract ended.

Junior Ranks - Assistant Professor & Instructor

	Men			Women			Total		
	96/97	Change from 95/96		96/97	Change from 95/96		96/97	Change from 95/96	
	Number	Percent	Number	Number	Percent	Number	Number	Percent	Number
White	116	-7.2%	(9)	103	-1.9%	(2)	219	-4.8%	(11)
Black	3	0.0%	0	5	0.0%	0	12	0.0%	0
Asian	18	12.5%	2	14	-6.7%	(1)	32	3.2%	1
Hispanic	3	0.0%	0	5	0.0%	0	8	0.0%	0
TOTAL	140	-4.8%	(7)	131	-2.2%	(3)	271	-3.6%	(10)
Minorities	24	9.1%	2	28	-3.4%	(1)	52	2.0%	1

Note: *Two Asian women faculty members left the University, one was denied tenure
 and one whose contract ended.

CHALLENGES— Faculty Development and Retention

Over the past few years, many programs and activities have focused on improving conditions of service for junior faculty, in general, and minority and women faculty in particular. In spite of our improvements we need to do more to remove barriers to faculty retention, growth, and development. Our best recruitment tool is a satisfied faculty; our best retention plan is one that addresses their problems

A major problem experienced by many minority and women faculty, newly recruited and continuing, is inadequate guidance, support, and nurturing. In many instances, these faculty are collegially isolated and left to their own devices to learn the "ropes to skip and ropes to know" regarding how to become tenured and promoted. True, there are some faculty who informally fill this void, as well as departments and schools that have more formal mentoring efforts. However, for the majority of these faculty, there is inadequate support and too few motivating forces.

To begin a dialogue around this issue, the Vice President for Academic Affairs has enlisted the help of the Committee on the Status of Women Faculty and Librarians. This Committee was asked to investigate models of support systems and, using information gathered from the faculty and department heads, recommend alternatives/strategies that will be discussed with deans and department chairpersons.

APPENDIX

**Appendix A1: Percentage of Female Regular
Faculty**

Appendix A2: Percentage of Minority Regular Faculty

**Appendix B: New Full-Time Faculty, Academic Years 1992-93 to
1996-97**

**Appendix C: Full-time Faculty by School and Percent Change Between
Academic Year 1988-89 and 1996-97**

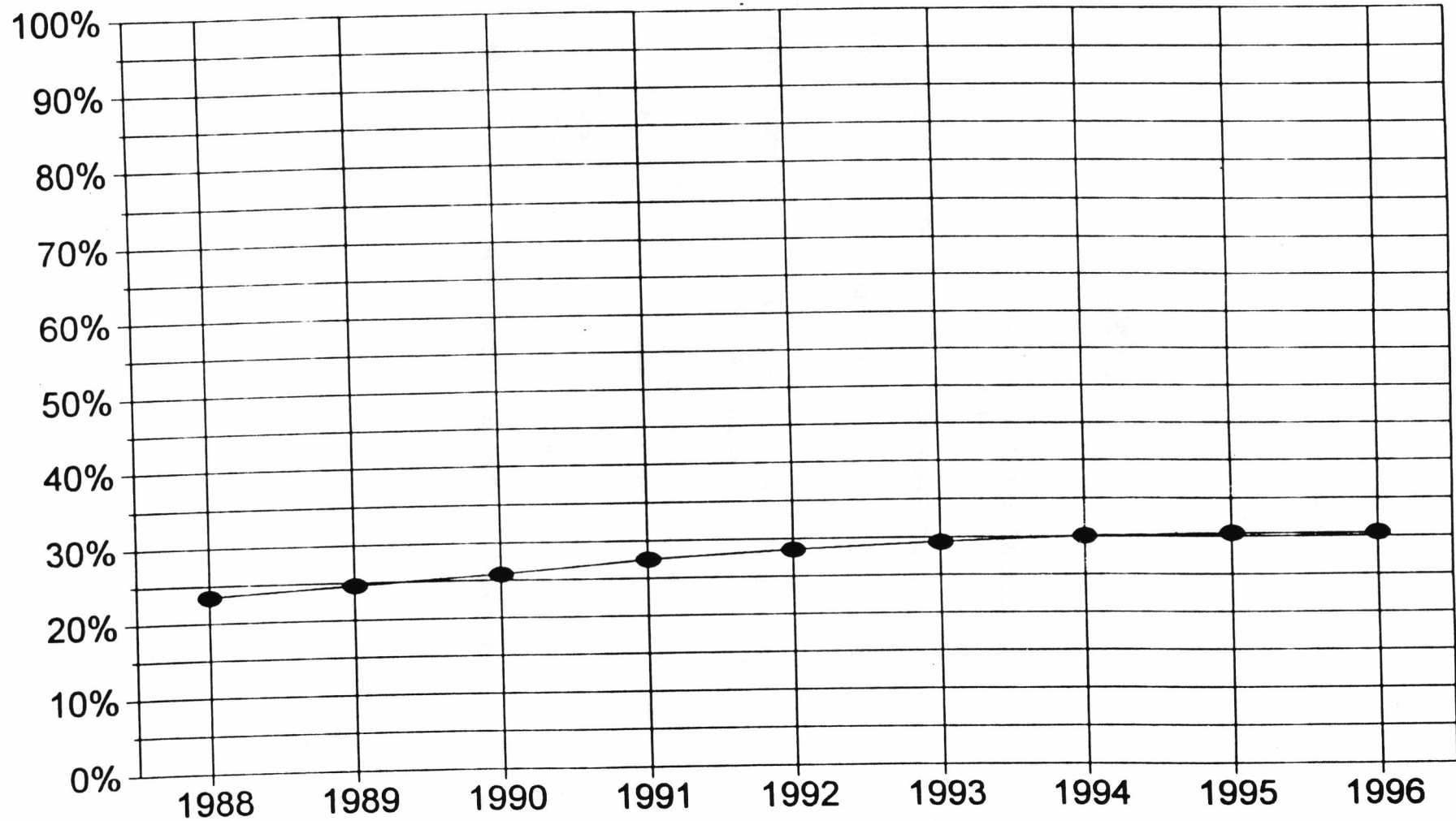
**Appendix D: Full-time Faculty by Contract Status and Percent Change
Between Academic Years 1988-89 and 1996-97**

**Appendix E: Full-time Faculty by Rank and Percent Change Between
Academic Years 1988-89 and 1996-96**

Appendix F: 1996-96 Full-time Minority Faculty by School

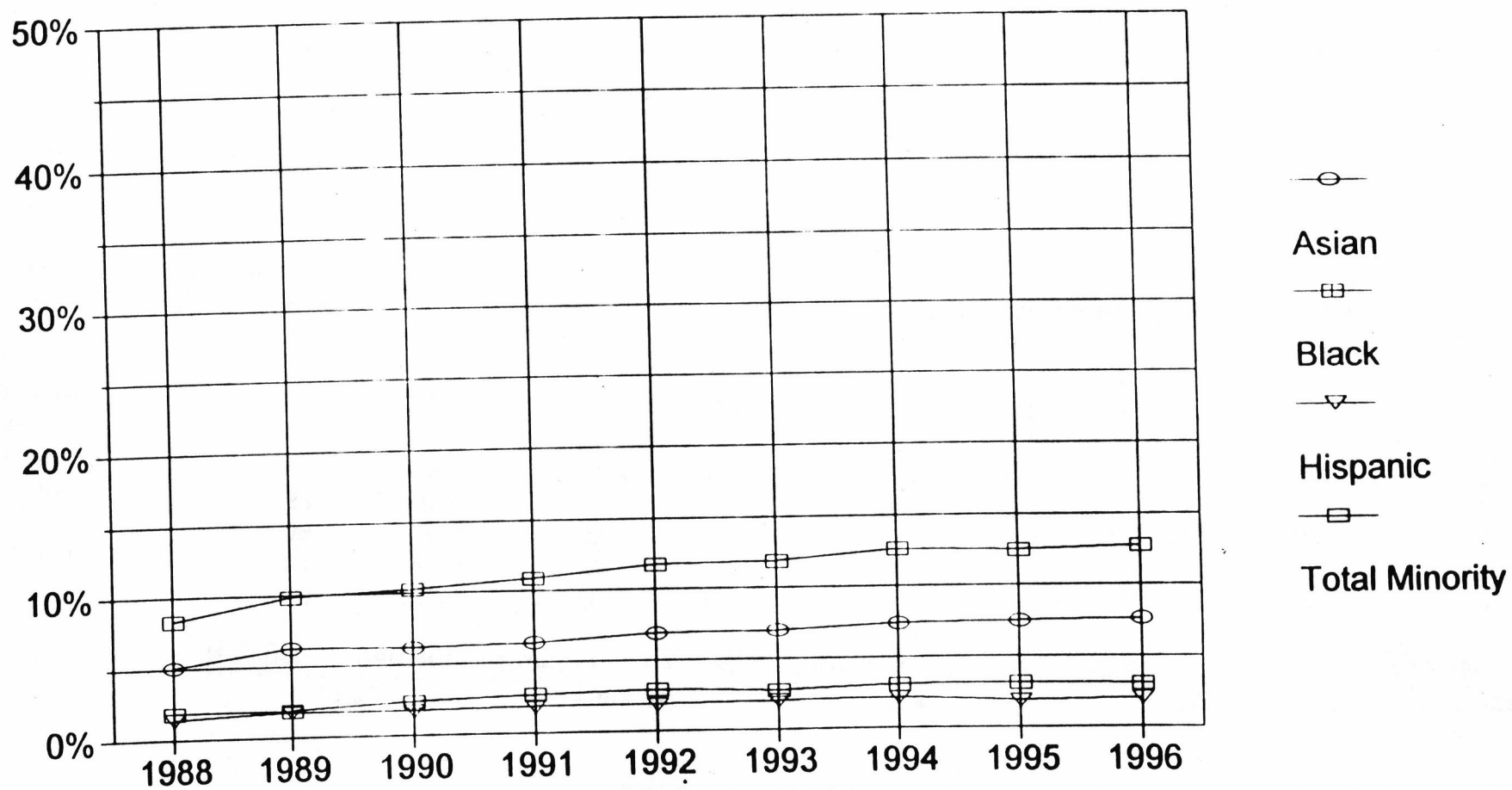
Appendix A1

Percentage of Female Regular Faculty



Appendix A2

Percentage of Minority Regular Faculty



Note: In order to emphasize the trend, this graph only extends to 50%.

APPENDIX B
New Full-Time Faculty*
Academic Years 1992-93 to 1996-97

	1992-93		1993-94		1994-95		1995-96		1996-97	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	70	100%	66	100%	60	100%	51	100%	69	100%
Women	31	44%	23	35%	23	38%	18	35%	29	42%
Men	39	56%	43	65%	37	62%	33	65%	40	58%
White	57	81%	58	88%	44	73%	44	86%	59	86%
Black	2	3%	2	3%	7	12%	4	8%	2	3%
Asian	9	13%	5	8%	7	12%	3	6%	6	9%
Hispanic	2	3%	1	2%	2	3%	0	0%	2	3%
Minority Total	13	19%	8	12%	16	27%	7	14%	10	14%

* Regular faculty only - excludes administrators with faculty rank, deans and associate deans, visiting faculty, research faculty, affiliated faculty, and non-tenure-accruing instructors in SMHS.

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APPENDIX C
Full-time Faculty* by School
and Percent Change Between
Academic Years 1988/89 and 1996/97

	Total				Men			Women			Minority		
	96/97	96/97	Change from 88/89		96/97	Change from 88/89		96/97	Change from 88/89				
	Number	Number	Percent	Number	Number	Percent	Number	Number	Percent	Number			
CSAS	332	221	-0.5%	(1)	111	35.4%	29	36	89.5%	17			
SBPM	105	83	9.2%	7	22	57.1%	8	16	220.0%	11			
GSEHD	56	27	22.7%	5	29	26.1%	6	5	66.7%	2			
ESIA	28	22	29.4%	5	6	500.0%	5	3	200.0%	2			
SEAS	73	65	-5.8%	(4)	8	33.3%	2	16	60.0%	6			
SMHS	314	210	-1.4%	(3)	104	62.5%	40	43	34.4%	11			
LAW	63	45	25.0%	9	18	50.0%	6	6	200.0%	4			
UNIV	6	6	50.0%	2	0	0.0%	0	0	0.0%	0			
Total	977	679	3.0%	20	298	47.5%	96	125	73.6%	53			

*Regular faculty only - excludes administrators with faculty rank, deans & associate deans, visiting faculty, research faculty, affiliated faculty, and non-tenure-accruing instructors in SMHS.

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APPENDIX D
Full-time Faculty by Contract Status
and Percent Change Between
Academic Years 1988/89 and 1996/97

Tenured & Tenure-Track Positions Combined

	Men			Women			Total		
	96/97	Change from 88/89		96/97	Change from 88/89		96/97	Change from 88/89	
	Number	Percent	Number	Number	Percent	Number	Number	Percent	Number
White	485	-8.7%	(46)	143	20.2%	24	628	-3.4%	(22)
Black	6	-14.3%	(1)	11	175.0%	7	17	54.5%	6
Asian	45	80.0%	20	13	44.4%	4	58	70.6%	24
Hispanic	6	-25.0%	(2)	7	250.0%	5	13	30.0%	3
TOTAL	542	-5.1%	(29)	174	29.9%	40	716	1.6%	11
Minorities	57	42.5%	17	31	106.7%	16	88	60.0%	33

*Regular faculty only - excludes administrators with faculty rank, deans & associate deans, visiting faculty, research faculty, affiliated faculty, and non-tenure-accruing instructors in SMHS.

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APPENDIX E
Full-time Faculty* by Rank
and Percent Change Between
Academic Years 1988/89 and 1996/97

Senior Ranks - Professor & Associate Professor

	Men			Women			Total		
	96/97	Change from 88/89	Number	96/97	Change from 88/89	Number	96/97	Change from 88/89	Number
	Number	Percent		Number	Percent		Number	Percent	
White	492	-2.2%	(11)	141	48.4%	46	633	5.9%	35
Black	7	16.7%	1	11	450.0%	9	18	125.0%	10
Asian	34	70.0%	14	9	12.5%	1	43	53.6%	15
Hispanic	6	-14.3%	(1)	6	200.0%	4	12	33.3%	3
TOTAL	539	0.6%	3	167	56.1%	60	706	9.8%	63
Minorities	47	42.4%	14	26	116.7%	14	73	62.2%	28

*Regular faculty only - excludes administrators with faculty rank, deans & associate deans, visiting faculty, research faculty, affiliated faculty, and non-tenure-accruing instructors in SMHS.

IR 2/11/97

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APPENDIX F
1996/97 Full-time Minority Faculty*
By School

Tenured and Tenure-Track Positions Combined

	<u>Minority</u>	<u>Black</u>	<u>Asian</u>	<u>Hispanic</u>
CSAS	32	7	21	4
SBPM	15	2	11	2
GSEHD	4	3	0	1
ESIA	1	0	1	0
SEAS	15	0	13	2
SMHS	17	2	12	3
LAW	4	3	0	1
UNIV	0	0	0	0
Total	88	17	58	13

Non-Tenure-Track

	<u>Minority</u>	<u>Black</u>	<u>Asian</u>	<u>Hispanic</u>
CSAS	4	1	3	0
SBPM	1	1	0	0
GSEHD	1	0	1	0
ESIA	2	1	1	0
SEAS	1	0	1	0
SMHS	26	9	11	6
LAW	2	1	0	1
UNIV	0	0	0	0
Total	37	13	17	7

*Regular faculty only - excludes administrators with faculty rank, deans & associate deans, visiting faculty, research faculty, affiliated faculty, and non-tenure-accruing instructors in SMHS.

IR 12/23/96

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REPORT OF THE EXECUTIVE COMMITTEE
FEBRUARY 14, 1997
PROFESSOR JOHN G. BOSWELL, CHAIR

1. GRIEVANCES

The report of the Special Mediator in a grievance from the School of Engineering has been received by the Executive Committee. The Report stated that a mutually acceptable resolution in this matter was reached.

In a grievance from the School of Medicine the Executive Committee appointed Susan Jones, Professor of Clinical Law, as a Special Mediator.

2. FACULTY CLUB MANAGEMENT PROPOSAL*

The University has acquired two townhouses on F Street and is looking to develop those to include a new Faculty Club. The Vice President and Treasurer has assembled a committee to examine the prospects for a new club in these buildings and has asked for a representative of the Senate. The Executive Committee has recommended Professor Debra Sheldon, Chair of the Department of Accountancy. She has a demonstrated ability to deal with the streams of figures generated by Lou Katz' assistants.

3. FACULTY CONFLICT OF INTEREST POLICY

A vote of thanks is due to Robert Harrington and our Special Committee on a Faculty Conflict of Interest Policy for producing a set of draft procedures in time for the meeting of the Academic Affairs Committee of the Board of Trustees yesterday afternoon.

4. MARCH SENATE MEETING

At the March 14th Senate meeting, there will be an election of the Nominating Committee to propose a slate of nominees to serve on the Executive Committee for the 1997-98 academic year.

A report on the budget from the Fiscal Planning and Budgeting Committee will be presented, and a resolution from the Ad Hoc Committee to Examine the Relationship between Salary and Tenure will be placed on the agenda. There will also be reports on the status of the Washington Research Library Consortium, the availability of technology in the GW libraries to assist in research, and the status of the proposed "Professor's Gate."

*(See President Trachtenberg's comments on last page)

5. PROFESSOR'S GATE

At the March 14th Senate meeting, there will also be a report on the status of the proposed Professor's Gate, which is an architectural design for the use of the space between the Gelman Library, Monroe Hall to 21st Street where the two buildings were torn down. One of its entrances will be ornamented by a gate dedicated to faculty, much like those seen at Harvard, Princeton of the University of Virginia. The Executive Committee has not raised any objection to the name or even to the spending of the money. There will a report on this project at the next meeting.

6. ANNOUNCEMENTS

A remainder that the forms for service on Faculty Senate Standing Committees and Administrative Standing Committees were sent with the agenda for this meeting. Please single out a colleague or two whom you think would be useful on a committee and see if you can encourage them to volunteer. The forms should be returned to the Faculty Senate Office, Rice Hall 305, as soon as possible.

The next meeting of the Executive Committee is scheduled for February 28th. Resolutions should reach the Executive Committee prior to that date for inclusion in the agenda of the March 14th meeting.

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*President's Comments on the Faculty Club Management Proposal:

The University has recently acquired both the late Catherine Filene Shouse's townhouse and the adjacent Uruguayan Embassy townhouse. Both buildings abut Thurston Hall on F Street across the street from the International Monetary Fund and the F Street Club. It appears that the walls between the two townhouses are not load-bearing, and the floors align. The University is exploring the possibility of taking the walls down and turning the two buildings into a very large, deep, single building. If this is architecturally feasible, the building could be designed as a genuine Faculty Club, with a place for emeritus faculty, a Reading Room, various meeting rooms, and possibly offices for the Senate staff and a place for the Faculty Senate. The administration does not yet know if the numbers will work in terms of cash flow in order to make this happen.

THE GEORGE WASHINGTON UNIVERSITY
Washington, DC

The Faculty Senate

February 3, 1997

The Faculty Senate will meet on Friday, February 14, 1997, at 2:10 p.m. in the Elliott Room, University Club, 3rd Floor, Marvin Center.

AGENDA

1. Call to order
2. Approval of the minutes of the regular meeting of January 17, 1997, as previously distributed
3. Resolutions:

A RESOLUTION TO SECURE THE INDEPENDENCE AND IMPARTIALITY OF MEMBERS OF THE SENATE AND ELECTED SENATE COMMITTEE IN THE PERFORMANCE OF THEIR RESPONSIBILITIES UNDER THE FACULTY CODE (96/9); Professor John G. Boswell, Chair, Executive Committee of the Faculty Senate (Resolution 96/9 is attached)
4. Introduction of Resolutions
5. Report on Middle States Accreditation Self-Study by Professor Phyllis Palmer, Chair, Steering Committee (Spring, 1997 Schedule for Middle States Self-Study, together with proposed Mission Statement, are attached)
6. Update on Special Committee to Review Grievance Procedures by Mary M. Cheh, Chair
7. Briefing on International Student Issues by Judith A. Green, Director, International Services Office
8. Annual Report on Recruitment and Appointment of Women and Minority Faculty from the Office of the Vice President for Academic Affairs
9. General Business:
 - (a) Nomination for election of the three members to the Special Committee established by Resolution 96/9 (if approved by the Senate under Item 3 above): (names to be announced)

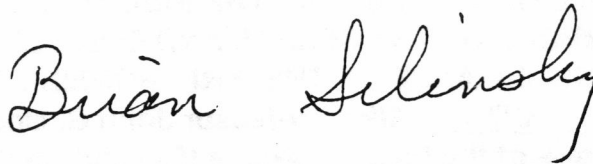
(b) Nomination for election of the following to the Fiscal Planning and Budgeting Committee: Professors James Millar (Economics), Robert Peroni (Law), Robert Smythe (Statistics), and Harry Watson (Economics)

(c) Report of the Executive Committee: Professor John G. Boswell, Chair

(d) Interim Reports of Senate Committee Chairs

10. Brief Statements (and Questions)

11. Adjournment

A handwritten signature in cursive script that reads "Brian Selinsky". The signature is written in dark ink and is positioned above the printed name and title.

Brian Selinsky
Secretary

A RESOLUTION TO SECURE THE INDEPENDENCE AND IMPARTIALITY OF MEMBERS OF THE SENATE AND ELECTED SENATE COMMITTEES IN THE PERFORMANCE OF THEIR RESPONSIBILITIES UNDER THE Faculty Code (96/9)

WHEREAS, the processes within the University that secure the independence and impartiality of members of the Faculty Senate and elected Senate committees in the exercise of their legislative, judicial and oversight responsibilities and those that should be available to a faculty member who alleges that an elected Senate committee or a member of a Senate committee has violated their rights under the Faculty Code are not now sufficiently well-defined, and

WHEREAS, the final responsibility for the proper functioning of the Senate and its elected Committees must lie with the Faculty Senate as a whole; NOW, THEREFORE

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

That a three-person Special Committee be elected and instructed to draft explicit procedures for implementation of these responsibilities as amendments to the Bylaws of the Senate and submit its recommendations and draft language to the Faculty Senate by April 15, 1997.

Executive Committee
January 31, 1997

BACKGROUND FOR RESOLUTION 96/9

The Faculty Senate and the various committees elected by the Faculty Senate, including the Executive Committee of the Faculty Senate and the Dispute Resolution Committee, are assigned certain legislative, judicial and oversight responsibilities by the Faculty Code. There have been instances in which a Senate Committee and/or members of the Senate or one of these Committees have been alleged to have acted in an arbitrary or capricious manner, improperly abridged the rights of a faculty members or retaliated against a faculty member for the exercise of a Code-protected right. Although such instances have been extremely rare, it is nonetheless important for faculty actively engaged to feel secure in the performance of responsibilities assigned to them under the Faculty Code and for the faculty member, who alleges a violation of his or her rights, that procedures be available for dealing with such cases.

Security with regard to proceedings that might be instituted outside The George Washington University by a party who feels himself or herself to have been injured by a Senate Committee, or a member of a Senate Committee, in the proper pursuance of their roles, the University has provided assurances of indemnification by the University in the event damages are awarded against them. (Memorandum from Peter P. Hill dated April 2, 1980, approved by Vice President Harold F. Bright 4/3/80 is attached.)

At present, the process within the University that secures the independence and impartiality of members of the Senate and elected Senate Committees on the one hand, and the process that should be available to a faculty member who alleges improper treatment by an elected Senate Committee or members of such a Committee on the other, are not well-defined.

Standard provision for these situations is governed by the ideas of parliamentary immunity as expressed, for example, in Article I, Section 6 of the U.S. Constitution " . . . for any Speech or Debate in either House, they shall not be questioned in any other Place." An alleged impropriety in violation of the Faculty Code on the part of a member of the Faculty Senate and/or one of its elected Committees in the performance of legislative, judicial or oversight responsibilities can only reside with the parent legislative body, in the present case the Faculty Senate. Allegations must be brought before the Faculty Senate which will direct how to deal with them. Paralleling the provision for trial of impeachments, the Faculty Senate has the power to remove a Senator or a member of its elected committees from office.

Approval copies to Prof. Peter Hill, Senate Office, Ms. Doris Trone

THE GEORGE WASHINGTON UNIVERSITY
INTERDEPARTMENTAL MEMORANDUM

April 2, 1980

To Harold F. Bright, Provost
George Washington University

From Peter P. Hill, chairman
Faculty Senate Executive Committee

P. Hill

Subj.: Request for assurance that faculty members of Hearing and Grievance Committees, in the proper pursuance of their roles therein, will be indemnified by the University in event of financial damages being awarded against them by a court of law as a result of actions taken by those faculty members in the hearing and judging of faculty grievance cases.

cc: Members, Sen. Ex. Com.
Members of Hearing and Grievance Committees, holding office since March, 1979

*The requested assurance is
herewith approved.*

H.F. Bright

4/3/80

Spring, 1997 Schedule for Middle States Self-Study

- January 13, 1997:** Letter to Steering Committee to schedule work for the semester
- Friday, February 14 (12-2):** Lunch meeting to celebrate completion subcommittee work
- "Name that Report" Contest
- Friday, February 21 (9-12):** Steering Committee - 3 Hour meeting to look at draft to focus on outside audience, impression, coherence of planning, tone
- Friday, March 7(10-12):** Steering Committee - 2 Hour meeting
- Monday, March 10:** Draft goes to professional editor for the first time
- March 15:** Send draft to Vice Presidents and President. Responses needed by end of March.
- Friday, April 4 (9-11):** Steering Committee Meeting
- Early April:** About 75-100 copies of draft report distributed around campus. Written responses due back by April 18.
- Student Association
- Non-Academic Directors
- Deans and Academic Directors
- Faculty Senate
- April 2 or 9:** Focus group with Deans at Council of Deans meeting or at the Brown Bag meeting
- March 28 or April 25:** Focus group with Faculty Senate Executive Committee
- Friday, April 25 (9-12):** Steering Committee - 3 hour meeting
- Friday, May 2 (10-12):** Steering Committee - 2 hour meeting
- Friday, May 9:** Draft goes to a professional editor for the second time
- Friday, May 16:** Final version finished and heading for publication.
- Early August:** Report distributed to Steering Committee and preparation begins for Site Visit

PROPOSED MISSION STATEMENT

The George Washington University Steering Committee for the Middle States Accreditation Review established the Subcommittee on Mission Statement as part of the accreditation review process. The Subcommittee developed the following proposed mission statement for The George Washington University:

The George Washington University, an independent academic institution chartered by the Congress of the United States in 1821, dedicates itself to furthering human well-being. The University values a dynamic, student-focused community stimulated by cultural and intellectual diversity and built upon a foundation of integrity, creativity, and openness to the exploration of new ideas.

The George Washington University, centered in the national and international crossroads of Washington, D.C., commits itself to excellence in the creation, dissemination, and application of knowledge.

To promote the process of lifelong learning from both global and integrative perspectives, the University provides a stimulating intellectual environment for its diverse students and faculty. By fostering excellence in teaching, the University offers outstanding learning experiences for full-time and part-time students in undergraduate, graduate, and professional programs in Washington, D.C., the nation, and abroad. As a center for intellectual inquiry and research, the University emphasizes the linkage between basic and applied scholarship, insisting that the practical be grounded in knowledge and theory. The University acts as a catalyst for creativity in the arts, the sciences, and the professions by encouraging interaction among its students, faculty, staff, and the communities it serves.

The George Washington University draws upon the rich array of resources from the National Capital Area to enhance its educational endeavors. In return, the University, through its students, faculty, and staff, contributes talent and knowledge to improve the quality of life in Metropolitan Washington, D.C.

The members of the Mission Subcommittee are:

Dean Mary Hatwood Futrell
Chair/Graduate School of
Education and Human Development

Nathan Brown
Political Science

Leslie Jacobson
Theater and Dance

Katherine Kennedy
Pharmacology

Jeff Lenn
Strategic Management and
Public Policy

Tom Mazzuchi
Operations Research

Damian McKenna
Student Association

Sharon Rogers
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for Academic Affairs

Lewis Solomon
Law School